



CALIFORNIA DEPARTMENT OF EDUCATION
SCHOOL FACILITIES PLANNING DIVISION

SFPD 4.07 (Rev. 09/05)

PLAN SUBMISSION REQUIREMENTS FOR NEW CONSTRUCTION PROJECTS

Education Code Section 17070.50 requires the California Department of Education's (CDE) review and approval of construction plans for school facilities projects funded by the State Allocation Board (SAB). Construction plans for new school facilities projects that are not funded by the SAB may be submitted to CDE for review and approval. The required forms and instructions necessary for submitting new construction plans to CDE are located in this packet. The various components are listed in the following contents:

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Submit plans and the required documents to the following address:

**California Department of Education
School Facilities Planning Division
1430 N Street, Suite 1201
Sacramento, CA 95814**

For more information, visit the School Facilities Planning Division Web site at <http://www.cde.ca.gov/lfa/> or call (916) 322-2470.

California Department of Education (CDE) Plan Review Requirements for New Construction

Educational Specifications: California *Code of Regulations, Title 5*, Section 14010 and good planning practice require the preparation of educational specifications for school plans. The School Facilities Planning Division (SFPD) will review plans for consistency with the local educational agency's (LEAs) educational specifications and with *Title 5* standards (*Title 5* can be obtained on the Internet at <http://www.cde.ca.gov/ls/fa/sf/codes.asp>).

The completed educational specifications can be submitted or summarized on the SFPD 4.07C form, Summary of Educational Specifications. The CDE publications *Educational Specifications: Linking Design of School Facilities to Educational Program* and *The Form of Reform: School Facility Design Implications for California Educational Reform* can provide LEAs with useful information for the development of educational specifications and can be obtained by calling the SFPD or by gaining access to them through the SFPD Web site at <http://www.cde.ca.gov/ls/fa/sf/publication.asp>.

Preliminary and Final Plans: The submission of schematic or preliminary plans is recommended strongly as CDE may recommend or require changes before final plan approval. For final plan approval, CDE reviews the working drawings. It is not necessary to submit construction specifications. If no changes are made from the preliminary plan submission, LEAs need not submit a second SFPD 4.07C form with the final plans. Indicate in writing that no changes were made when submitting the final plans and submit an updated SFPD 4.07A form and SFPD 4.07B form. At the time that final plans are submitted, the estimated total construction cost, as submitted to the Division of the State Architect, must be included. Complete Form SFPD 4.11, Senate Bill 15 Joint-Use Projects Eligible Square Footage when submitting for joint-use projects.

Reduced Size Plans: Scaled or dimensioned plans on 11" x 17" paper may be submitted in place of 2A or 3A diagrams.

Project Tracking Number: The project tracking number (PTN) is a unique identifier that links application data used by the SFPD, the Division of the State Architect, and the Office of Public School Construction (OPSC). Plans without a PTN will not be approved by the SFPD. A PTN may be obtained from the OPSC Web site at <http://www.opsc.dgs.ca.gov/default.htm> or the SFPD Web site.

Department of Toxic Substances Control: New construction project sites are subject to the Department of Toxic Substances Control (DTSC) review procedures if the project: (1) will be state funded under the School Facility Program or is locally funded and the LEA requests a CDE plan approval; and (2) the project is not a minor addition to a school eligible for a statutory or categorical exemption from the California Environmental Quality Act. **The LEA's compliance with DTSC requirements is to be identified in Section 1 of the SFPD 4.07B form.**

The LEA shall contract with a qualified environmental assessor to prepare a Phase I Environmental Site Assessment (Phase I) in accordance with the *Education Code*, American Society of Testing and Material (ASTM), and DTSC standards.

- If the Phase I site assessment concludes that no further investigation of the site is needed (with potential exception for lead-based paint or polychlorinated biphenyls [PCBs]), the LEA shall submit the Phase I assessment to DTSC with a check for \$1,500 to cover DTSC review costs.
- If the Phase I site assessment or DTSC concludes that further investigation of the site is required and the LEA wishes to pursue the project, the LEA shall enter into an Environmental Oversight Agreement (EOA) with DTSC to oversee the LEA's Preliminary Endangerment Assessment (PEA). (Do not send this Phase I assessment or a \$1,500 check to SFPD.)
- Or with the concurrence of DTSC, the LEA may skip the Phase I assessment and proceed directly with an EOA with DTSC for a PEA.

If the PEA concludes that a response action (hazardous material cleanup) is required and the LEA wishes to pursue the project, the LEA shall enter into a Voluntary Cleanup Agreement (VCA) with DTSC for approval and oversight of the response action.

With some exceptions as noted on the SFPD 4.15 form, CDE final plan approval requires a DTSC letter indicating one of the following: (1) Phase I assessment approval with "no action" or investigation required other than for lead-based paint and/or PCBs; (2) PEA approval with "no further action" or investigation required other than for lead-based paint and/or PCBs; or (3) certified completion of the response action. Phase I site assessments and PEAs should be submitted only with site approval submissions, not plan approval submissions.

See SFPD and DTSC advisories and memos for details at <http://www.cde.ca.gov/ls/fa/sf/advisories.asp> and <http://www.dtsc.ca.gov/Schools/Schools.html> (*Education Code* sections 17210, 17213.1, 17213.2, 17268[c]).

Existing School Safety Certification: The LEA's review and certification of the California *Code of Regulations, Title 5* standards for school sites must be completed for both new construction projects on existing schools and for new construction projects on new or expanded school sites. These standards are listed in Section 3 of the SFPD 4.07B form.

Checklist New Construction Plans Submission

Preliminary Plans

- ☐ 1. **SFPD 4.07A , Project Information for New Construction**, including the project tracking number
- ☐ 2. **Educational Specifications**
The LEA's Educational Specifications or Form SFPD 4.07C, Summary of Educational Specifications for New Construction
- ☐ 3. **Preliminary or Schematic Construction Plans**
 - Site plan with street designations, parking areas, topography, and demolition plans
 - Floor plans with dimensions and spaces labeled
 - Elevations – typical interior and exterior elevations
- ☐ 4. **Reduced Size Plans** (see Plan Review Requirements for New Construction)
 - Site plan with street designations and parking areas
 - Floor plans with dimensions and spaces labeled
 - Dimensions and area calculations

Final Plans

- ☐ 1. **SFPD 4.07A, Project Information for New Construction** (updated), including the project tracking number and the construction cost estimate to be submitted to the Division of the State Architect
- ☐ 2. **SFPD 4.07B, Local Educational Agency Certifications for New Construction** (signed and dated)
- ☐ 3. **Educational Specifications** – Updated educational specifications, or updated SFPD 4.07C, Summary of Educational Specifications for New Construction, or a letter indicating that no changes have been made to the educational specifications since the preliminary plan submission
- ☐ 4. **Physical Education Program Justification**
Provide a physical education plan for school sites less than 70% of the CDE recommended acres for master plan enrollment. Refer to the *Guide to School Site Analysis and Development, 2000 Edition*, for acreage requirements. The following is required:
 - The school district's adopted physical education course of study that is aligned with the California State Board of Education-adopted Physical Education Framework
 - An analysis of the school's master planned enrollment, class periods, class sizes, required instructional minutes, and available physical education teaching areas
- ☐ 5. **Final Construction Plans** (working drawings)
 - Site plan with street designations, parking areas, and topography
 - Floor plans with dimensions and spaces labeled
 - Elevations – full set of interior and exterior elevations
- ☐ 6. **Reduced Size Plans** (see Plan Review Requirements for New Construction)
 - Site plan with street designations and parking areas
 - Floor plans with dimensions and spaces labeled
 - Dimensions and area calculations
- ☐ 7. **Department of Toxic Substances Control (DTSC) Determination**
DTSC determination letter approving the Phase I site assessment, PEA, or response action, and if applicable, the LEA's commitment on the SFPD 4.14 form for lead-based paint or PCBs, or the SFPD 4.15 form for LEAs seeking final CDE approval before completing a required response action (see the SFPD 4.07B form, Section 1)

Project Information for New Construction

Local Educational Agency (LEA)
Information

Project Tracking #

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LEA _____

School Name _____

LEA Contact

Name _____

Phone _____

Fax _____

E-mail _____

Architect Contact

Contact Name _____

Firm Name _____

Mailing Address _____

Phone _____

Fax _____

E-mail _____

Construction Cost Estimate

\$ _____

Project Information

Plans are submitted for ☐ Preliminary Review ☐ Final Approval

Grade Levels _____

Grades in Class Size Reduction _____

Master Plan Site Capacity _____

Project Capacity (this phase) _____

Total Number of Teaching Stations _____

Project Area (square feet minus joint-use square feet) _____

Joint-Use Project Area (square feet) _____

Total All Project Area (square feet) _____

Site Acreage

Gross _____ Net _____ Additional Joint-Use Acres _____

Physical Education Justification (If less than 70% master plan site size) ☐ Yes ☐ No

Joint-Use Type

☐ Type I or ☐ Type II

Multitrack Year-Round Education

Does the LEA plan to operate the school on a multitrack year-round education schedule?

☐ Yes ☐ No

Number of MTYRE Tracks _____

Charter Schools

☐ The LEA is filing on behalf of the charter school.

or ☐ The charter school filed on its own behalf for an Assembly Bill 14 preliminary apportionment.

Local Educational Agency Certifications for New Construction

(For Final Plans Only)

County	Project Tracking Number
Local Educational Agency	School

1. **Department of Toxic Substances Control (DTSC) Determination:** Per *Education Code* sections 17210, 17213.1, 17213.2, 17268(c); *Public Resources Code* sections 21083 and 21084; California Environmental Quality Act (CEQA) Guidelines (*California Code of Regulations, Title 14*) sections 15062, 15260, 15300 et seq.

(Check one and fill in dates as applicable.)

The local educational agency (LEA) has:

- ☐ A. Determined that this project is a **minor addition** to a school that is **eligible for a statutory or categorical exemption from CEQA** (see Section 2 below). Per the *Education Code*, the completion of a Phase I Environmental Site Assessment (Phase I) or a Preliminary Endangerment Assessment (PEA) and a review and approval by DTSC are **not required** for this project; *or*

The Department of Toxic Substances Control has approved a:

- ☐ Phase I Environmental Site Assessment (Phase I) and determined on _____ (date) that:
- ☐ B. **"No action"** (i.e., no further investigation) is required for this site; *or*
- ☐ C. **Lead-based paint and/or PCBs** are the only potentially hazardous material issues on this site requiring further investigation or response action. The LEA has committed in a letter to the CDE on _____ (date) to conduct all such investigations or response activities under DTSC guidance; *or*
- ☐ Preliminary Endangerment Assessment (PEA) on _____ (date) and determined that:
- ☐ D. **"No further action"** (i.e., no further investigation) is required for this site; *or*
- ☐ E. **Lead-based paint and/or PCBs** are the only potentially hazardous material issues on this site requiring further investigation or response action. The LEA has committed on the SFPD 4.14 form on _____ (date) to conduct all such investigations or response activities under DTSC guidance; *or*
- ☐ F. The **required response action(s)** must be implemented in the design and construction of the project. The DTSC does not object to the CDE's issuing final approval, and the LEA has committed on the SFPD 4.15 form on _____ (date) to conduct all such response activities under DTSC guidance and School Cleanup Agreement; *or*
- ☐ G. The **required response action(s)** and proposed project construction activity are **on different portions of the fully characterized site and will not negatively affect each other**, and conditions will not pose a significant threat to workers. The DTSC does not object to the CDE's issuing final approval, and the LEA has committed on the SFPD 4.15 form on _____ (date) to conduct all such response actions under DTSC guidance and School Cleanup Agreement; *or*
- ☐ H. **A plan to cleanup or remediate hazardous materials** (response action) has been approved for this site. The DTSC does not object to the CDE's issuing final approval, and the LEA has committed on the SFPD 4.15 form on _____ (date) to conduct all such response actions under DTSC guidance and School Cleanup Agreement; *or*
- ☐ I. On _____ (date), the **required response action(s) (or further investigation)** for this site have been completed, and no further action is necessary

2. **California Environmental Quality Act (CEQA) Compliance:** Per *Public Resources Code* sections 21000 et seq.; CEQA Guidelines sections 15000 et seq.

(Check one and fill in dates as applicable.)

The LEA certifies that it has completed for this project all actions required pursuant to CEQA and determined this project to be:

- ☐ A. Not a project for purposes of CEQA and that no CEQA action is required; *or*
- ☐ B. Completely **exempt** from the preparation of CEQA environmental documents either by statutory, categorical, or general rule exemption; *or*
- ☐ C. Fully covered in a **Negative Declaration/Initial Study** adopted by the LEA; *or*
- ☐ D. Fully covered in a **Final Environmental Impact Report (EIR)** adopted and certified by the LEA; *or*
- ☐ E. Fully covered within **another lead agency's** adopted CEQA document, and if necessary, the LEA has adopted a finding of no new impact.

If applicable

Date the **Final Environmental Impact Report** or **Negative Declaration** was adopted: _____

Date the **project** was approved by the LEA governing board: _____

Date the **Notice of Exemption** or **Notice of Determination** was filed with the County Clerk: _____

3. **Existing School Site Certification**

For LEAs constructing additional buildings or replacing existing buildings on an existing school site, the LEA must certify the review of the following California *Code of Regulations, Title 5* standards for this school construction/replacement project and that the project will not create any new significant safety hazards or exacerbate any existing safety hazards to students.

California Code of Regulations, Title 5, Section 14010:

- (c) Powerlines/Electromagnetic fields
- (d) Within 1,500 feet of a railroad
- (e) Traffic noise
- (f) Active fault or fault trace
- (g) Flood or inundation area
- (h) Near an above ground water or fuel storage tank or within 1,500 feet of a pipeline, which can pose a safety hazard
- (i) Liquefaction/Landslides
- (l) Traffic/Pedestrian safety
- (m) Compatible existing and proposed surrounding land uses
- (q) Exposure to adverse light, wind, and air pollution
- (r) Easements restricting access or building placement
- (t) Within 2,000 feet of a significant disposal of hazardous waste

4. **Classroom Telephones and Public Safety:** Per *Education Code* sections 17077.10 and 17096

For permanent or portable classrooms in this project, the LEA has complied with *Education Code* sections 17077.10 and 17096 by providing a telephone in each classroom that is a hard-wired or wireless connection to a public-switched telephone network.

(Check one)

- ☐ Yes
- ☐ No
- ☐ Not applicable, since there are no new classrooms in the project

5. Vocational and Career Technical Facilities (High School Only): Per *Education Code* Section 17070.95; *State Allocation Board (SAB) Regulation* Section 1859.2

For large projects, the district has consulted with the career technical education (CTE) advisory committee and has considered the need for vocational and career technical education facilities. A "large" project consists of a funding application request for at least 200 or more new construction grants which will be used to construct a new comprehensive high school or build an addition to a comprehensive high school as defined in *SAB Regulation* Section 1859.2.

(Check one)

- ☐ Yes, Date of Consultation _____
- ☐ Not applicable, since this is not a large comprehensive high school project as defined in *SAB Regulation* Section 1859.2.
If not applicable and the project is a large comprehensive high school, please explain: _____

6. Urban/Security/Impacted Site

For LEAs requesting additional funding pursuant to *SAB Regulation* Section 1859.83(d), the CDE must certify to the SAB that the site size is 60% or less of the CDE-recommended site size based on the current California Basic Educational Data System (CBEDS) enrollment of the site and the number of students to be added to the site by this project as calculated in *Education Code* Section 17071.25(a)(2).

To request this increase, please complete Sections A and B below, and the CDE will compute the percent of the CDE-recommended site size and report this figure in the final plan approval letter for the project.

A. Usable Site Acres (is the sum of the following):

- 1) _____ Usable acres of existing school site: Exclude any portion of the project site that CDE has found to be unusable for school purposes, including but not limited to easements, steep terrain, and designated wetlands.
- 2) _____ Joint-use acres if the LEA has title to the property or signed a joint-use agreement with another public agency.
- 3) _____ Usable acres to be added to the existing site: Indicate net usable acres to be added to this site as a part of a School Facility Program Application and CDE site approval.

TOTAL USABLE ACRES

B. Site Capacity:

Does the school operate on a multitrack year-round education calendar? ☐ Yes ☐ No

If yes, enter the maximum enrollment on the site at one time (*SAB Regulation* Section 1859.2)*.

Does the school operate single-session or double-session kindergarten classes? ☐ Single ☐ Double

For middle schools, does the educational program require football and track facilities? ☐ Yes ☐ No

For high schools, does the educational program require:

- 1) Swimming pool? ☐ Yes ☐ No
- 2) Diving pool? ☐ Yes ☐ No
- 3) Baseball field, including bleachers and dugouts? ☐ Yes ☐ No
- 4) Football field and track, including a stadium? ☐ Yes ☐ No

(LEA completion)

Grades	Kinder.	1 – 3	4 – 6	7 – 8	9 – 12	Special Ed. Nonsevere	Special Ed. Severe	Total
*Current CBEDS Enrollment of School (as adjusted for MTYRE if applicable)								

(CDE use only)

Net Capacity Added by This Project <i>SAB Regulations</i> sections 1859-1883(d) <i>Education Code</i> Section 17071.25(a)(2)								
Nonsevere Special Education/ Severe Special Education Students								
Total Enrollment of School								
**CDE-Recommended Acres								

**Based on the Guide to School Site Analysis and Development, 2000 Edition

Net Usable Acres as a Percent of
CDE-Recommended Acres

7. Multistory Construction Allowance and Site Development Allowance

A new construction project may be eligible to receive additional funding for site development. In addition, *State Allocation Board Regulation* sections 1859.73 and 1859.76(a)(11) provide additional funding for the construction of multistory school buildings and/or parking structures.

NOTE: These allowances are made in addition to funds provided for Excessive Cost Due to Urban Location, Security Requirements, and Impacted Site (*State Allocation Board Regulation* Section 1859.73[d]). Contact the Office of Public School Construction for additional information.

Report the master plan capacity of the total site for the grade levels served at the site. Classrooms (including portables) should be counted pursuant to *State Allocation Board Regulation* sections 1859.31 and 1859.32, unless CDE determines otherwise.

Does the school operate on a multitrack year-round education calendar? ☐ Yes ☐ No

If yes, enter the maximum enrollment on the site at one time (*State Allocation Board Regulation* Section 1859.2). *

Grades	Kinder.	1 – 3	4 – 6	7 – 8	9 – 12	Special Ed. Nonsevere	Special Ed. Severe	Total
*Master Plan Site Capacity (Students)								

Indicate whether state or district loading standards were used to determine site capacity:

- ☐ State Standards (Grades K – 6 at 25, Grades 7 – 12 at 27, Severe Special Day Class (SDC) at 9, Nonsevere SDC at 13)
☐ District Loading Standards

Does the school operate single-session or double-session kindergarten classes? ☐ Single ☐ Double

(CDE will calculate the recommended acres on the basis of 20 students for a single-session and 40 students for a double-session.)

For middle schools, does the educational program require football and track facilities? ☐ Yes ☐ No

For high schools, does the educational program require:

- 1) Swimming pool? ☐ Yes ☐ No
 2) Diving pool? ☐ Yes ☐ No
 3) Baseball field, including bleachers and dugouts? ☐ Yes ☐ No
 4) Football field and track, including a stadium? ☐ Yes ☐ No

(CDE use only)

Grades	Kinder.	1 – 3	4 – 6	7 – 8	9 – 12	Special Ed. Nonsevere	Special Ed. Severe	TOTAL
**CDE-Recommended Acres								

**Based on the Guide to School Site Analysis and Development, 2000 Edition

Net Usable Acres as a Percent of
CDE-Recommended Acres Based on Master Plan

I certify, as the local educational agency representative, that the information reported on this form is true and correct and that the above named local educational agency has reviewed the California Code of Regulations, Title 5 standards, cited in Section 3 herein, for this school construction/replacement project and has determined that the project will not create any new significant safety hazards or exacerbate any existing safety hazards to students.

If a different California Environmental Quality Act process is pursued subsequent to this certification, the local educational agency shall notify immediately the School Facilities Planning Division and the Office of Public School Construction.

Name of Authorized Local Educational Agency Representative

Title

Signature of Authorized Local Educational Agency Representative

Date

SFPD 4.07 C, PART ONE (Rev. 09/05)

Summary of Educational Specifications

Requirements

Per California *Code of Regulations, Title 5*, Section 14001(a), LEAs are required to develop educational specifications that establish criteria for the development of preliminary and final plans for new school construction. To meet this requirement, LEAs may submit the complete educational specifications developed for the project or provide a summary of the critical components of the educational specifications, per *Title 5*, Section 14030(a), as follows:

1. Enrollment of the school and the grade level configuration
2. Emphasis in curriculum content or teaching methodology that influences school design
3. Type, number, size, function, and special characteristics of each space and spatial relationships of the instructional area that are consistent with the educational program
4. Community uses that may affect the school design

Purpose

The purpose of educational specifications is to provide guidelines for developing a school design on the basis of a planned educational program. By using the educational specifications that are developed by the LEA, the architect can then design a facility that reinforces the needs and goals of the educational program.

The CDE will use the educational specifications in its review of the construction plans. The SFPD 4.07C form, Part One, provides a format for describing the teaching stations that are appropriate for the planned instructional activity, particularly when the educational program and classroom function clearly warrant classroom sizes other than the standard 960 square feet. Educational specifications should also identify how the curriculum will be supported and/or delivered through the use of technology.

Instructions

Curriculum Content or Teaching Methodology

Briefly state the educational philosophy, curriculum content, and/or teaching methodologies that link the design features of this project to the educational program. State whether there are any conceptual themes that affect the design of the school.

Teaching Stations

A teaching station is a space to which an individual teacher is assigned and the space is used to teach a portion of the adopted curriculum for a majority of each day. Describe the activities and functions that will take place in the teaching stations. Include a description of how special education students will be served at the school. All other spaces are considered support to the instructional program and are not counted for capacity. A general classroom, grades one through twelve, is defined as not less than 960 square feet, regardless of the number of students assigned to the class. Relative to this standard, clearly describe the functions of a smaller or larger classroom to justify as a "teaching station" space.

Examples of the types of activities that take place in teaching stations

Standard Teaching Stations (standard classrooms): class lectures, activities that makes use of reading areas, special education classes, independent study that makes use of technology learning centers within classrooms

Small Group Instruction/Support Spaces (nonteaching stations): small group activities, pullout instructional programs, group counseling, classes in English as a second language and remedial reading, Resource Specialist Programs, speech classes

Large Teaching Stations: large group lectures, video presentations, hands-on activities

Laboratories: hands-on experiments, projects

Proposed Community Joint Uses and Their Effects on the Design of the School

Joint-use is proposed for new construction projects, such as teacher education, multipurpose room, library, gymnasium, or child care facility. Describe the type of community functions that affect the design.

Example

Access to the multipurpose room will be made available from the visitor parking lot for off-hour use. The remaining campus can be secured during off-hours.

SFPD 4.07C, PART ONE (Rev. 09/05)
Summary of Educational Specifications

County	Project Tracking Number
Local Educational Agency	School

Curriculum Content or Teaching Methodology

Briefly state the educational philosophy, curriculum content, or teaching methodologies that link the design features of this project to the educational program. State whether there are conceptual themes that affect the design of the school.

Teaching Stations

Describe the activities and functions that will take place in the teaching stations.

Standard Classrooms

Science (If science laboratories are included in the project, indicate if caustic or corrosive chemicals will be used.)

Physical Education

Special Education

Consumer Education

Vocational Education

Art

Music

Technology

Other

Proposed Community Uses

Describe proposed community functions and their effects on the design.

SFPD 4.07C, PART TWO (Rev. 09/05)
Space Allocation Spreadsheet

Use this spreadsheet to identify the relationships between the educational program and the space allocations, to ensure there is sufficient capacity to house the planned enrollment, and to provide space to support the educational program. The spaces intended for instruction will be designated as "teaching stations." A teaching station is defined as an instructional space that has a teacher and students assigned per the LEA teacher-pupil ratio policy and that will be counted for purposes of capacity (e.g., standard classrooms, special day classes [SDCs]).

Column A	Building Identification: Indicate the building identification by letter, number, or name.
Column B	Space Identification: Indicate the space identification by number or name.
Column C	Number of Spaces: Indicate the number of spaces described on one line. <ul style="list-style-type: none"> Teaching stations that have the same size and loading standard may be grouped on one line. Nonteaching stations – Count the main space to be used by students.
Column D	Type of Space: Label the type of space provided in each building (consistent with the plans). <ul style="list-style-type: none"> Teaching stations – Teaching spaces will have a teacher and students assigned per the LEA teacher-pupil ratio policy and are counted for purposes of capacity. Include all the teaching stations (e.g., standard classrooms, SDCs). Indicate if kindergarten classes are single-session or double-session. Nonteaching stations – Include all nonteaching stations that house students on a regular basis (e.g., multipurpose room, library). Although instruction occurs in small group instruction and ROP classrooms, these spaces are not loaded for capacity purposes. Other areas – It is not necessary to include areas that do not house students on a regular basis (e.g., administration, restrooms, janitorial space, storage, and mechanical) unless this document is submitted in lieu of the 2A or 3A diagrams.
Column E	Grade Level: Indicate the grade levels or range of grades that will use the space.
Column F	Educational Program Description: <ul style="list-style-type: none"> Teaching stations – Provide a description of the curriculum and/or activities for each teaching station. Indicate if there are any nontraditional teaching methods used in the classroom (e.g., team teaching, collaborative group). Indicate if spaces have any special features (e.g., learning walls, technology, etc.). Nonteaching stations – Describe the planned activities, any special features of the building, and any planned community use.
Column G	Teaching Stations, Small Group Instruction, and Nonteaching Stations: Indicate whether the space is a teaching station (e.g., standard classrooms, SDC) or a nonteaching station (e.g., small group instruction, library, multiuse).
Column H	Loading Standard: Indicate the state loading standard for the type of teaching station listed.
Column I	Teaching Station Capacity: Indicate the total enrollment capacity for the listed teaching stations.
Column J	Nonteaching Station Capacity: Small group instruction rooms will generally not be loaded. For auxiliary facilities, such as libraries, gymnasiums, and shower lockers, indicate the maximum capacity for the main area that will be used by students.
Column K	Square Foot Area: <ul style="list-style-type: none"> Teaching stations – Indicate the square foot area for the individual space. Nonteaching stations – Indicate the square foot area for the main space that will be used by students.

SFPD 4.07C, PART TWO (Rev. 09/05)
Space Allocation Spreadsheet

County	Project Tracking Number
Local Educational Agency	School

- Teaching Stations:** Include all teaching stations (TS) where instruction occurs and are loaded for capacity purposes. Use state loading standards for capacity. Teaching stations with the same size and loading standard may be grouped on one line. Indicate whether kindergarten classes are single-session or double-session.
- Nonteaching Stations:** Include all nonteaching stations (NTS) that house students on a regular basis (e.g., multipurpose room, library). Although instruction occurs in small group instruction and physical education classrooms, those areas are not loaded for capacity purposes.
- Other Areas:** It is not necessary to include areas that do not house students on a regular basis (e.g., administration, janitorial space, storage, and mechanical, unless this document is being submitted as part of the 2As or 3As).

A	B	C	D	E	F	G	H	I	J	K
Building ID	Space ID	No. of Spaces	Type of Space	Grade Level	Educational Program Description Describe Curriculum and Program Activities	TS/ NTS	Loading Standard	TS Capacity	NTS Capacity	Square Feet per Space

Attach additional sheets if necessary

Design Capacity of Teaching Stations
(Total of Column I)

I certify that the above named local educational agency has reviewed the above Title 5 standards for this school construction project and has determined that the project will not create any new significant safety hazards or exacerbate any existing safety hazards to students. Local educational agencies are to certify compliance with the California Environmental Quality Act for this project on the SFPD 4.07B form.

Name of Authorized Local Educational Agency Representative
Signature of Authorized Local Educational Agency Representative
Telephone Number

Title
Date
E-mail